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ABSTRACT

A two-phase study to supply information on supply and demand of K-12 educators was requested by Oregon's Joint Boards of Education to provide information needed to prepare for reforms called for in the Oregon Educational Act for the 21st Century (HB 3565). Specific information sought included employment experiences and aspirations of recent licensees in Oregon, adequacy of teacher preparation for current classroom responsibilities and for HB 3565, and training that may be needed to respond to the HB 3565. Phase 1 examined the characteristics of the population of educators (N=7,625) licensed in Oregon between 1989 and 1991. Phase 2 surveyed a sample of individuals (N=566) from the Phase 1 population. Teachers indicated that the most important responsibilities of their current assignments would also be most important in the future context created by school reform. Teachers felt that their college programs provided adequate preparation for most, but not all, of the top-rated areas of teacher responsibility. Additional findings indicate that: (1) specialty area oversupply or undersupply may exist in Oregon's employment market; (2) the need for multicultural diversity in school staffing is unlikely to be met by the recently licensed educator pool; and (3) in the next few years there will be a significant need for preservice and inservice training to respond to reform programs and the socio-cultural needs of students. (IAH)

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EDUCATORS LICENSED IN OREGON

1989-91

completed for

The Joint Education Boards

- Board of Education and Board of Higher Education -

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Oregon Department of Education
Oregon State System of Higher Education
Teacher Standards and Practices Commission
Oregon Association of Colleges Teacher Education

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INTRODUCTION

In Fall 1991 the Joint Boards of Education requested information on supply and demand related to the educator professions, to provide information needed to prepare for the reforms called for in the Oregon Educational Act for the 21st Century (HB 3565). The Joint Boards were particularly interested in learning about the employment experiences and aspirations of recent licensees in Oregon, the adequacy of teacher preparation for current classroom responsibilities and how this might be changing under HB 3565, and what training may be needed in this new context.

STUDY DESIGN, METHODOLOGY

A two-phase study was designed by staff from the State System of Higher Education, in cooperation with the Oregon Department of Education, the Teacher Standards and Practices Commission, and the Oregon Association of Colleges of Teacher Education: Phase 1 examined the population of educators licensed in Oregon between 1989-91; Phase 2 studied a sample of individuals selected from this population.

During Phase 1, a "population" database was obtained from the TSPC for all those individuals granted a license within the last three years, 1989-1991. The total number was 7,983. Some individuals were subsequently eliminated from the population in order to develop a sampling pool for Phase 2 (eliminated were those who were less than 22 or more than 55 years old, those whose current address indicated they lived in another country, and those for whom the database did not provide a complete address). The resulting population for the study was 7,625.

In order to draw a random stratified sample to implement Phase 2, 48 different endorsement areas were recoded to 13 specialty areas: elementary education, science, mathematics, vocational, health and physical education, art/music/drama, language arts, social studies, special education, counseling/administration, library-media, foreign languages, and other. Elementary education accounted for 51 percent of the population; all other areas, 49 percent.

In order to draw a representative sample for the Phase 2 survey, further grouping of individuals within endorsement categories occurred (library/media and the other category were dropped since there were few licensees in the former and the latter category was widely spread among a range of endorsements). Eleven specialty areas remained. A sampling strategy was designed to insure adequate representation from each teaching specialty area, as follows: sample 300 elementary teachers from the large population of 3,855 elementary teachers, sample 150 each from another nine areas from populations ranging from 173 to 404, and for the last specialty area of foreign language, sample all 140 individuals in the population.

A total of 1,790 individuals were subsequently selected for the sample and mailed a 73-item questionnaire on April 24, 1992. A reminder postcard was mailed to nonrespondents on May 29 encouraging them to return their surveys. By August 28 a total of 566 responses were received by OSSHE for a response rate of 32 percent. This was judged to be an acceptable response rate given the limitation that the addresses obtained from TSPC's database were from one to three years old, and therefore, many hundreds of mailed questionnaires were returned "address unknown." Efforts were made to contact Oregon higher education institutions from which students were known to graduate to obtain updated addresses. Although there are limitations in postulating generalizability of the findings from the sample group to the population with a 32 percent response rate, the response group resulted in good representation from each specialty area; and the study is able to report many useful findings on 566 recent Oregon licensees.

Data entry was completed by Precision Data Services, Eugene. Computer analyses on both the population and the survey respondents were completed by Dr. Lee Young, University of Oregon research assistant on special assignment to OSSHE. This report is a summary of the findings from this study. Full data summaries are being provided to collaborating agencies and others interested groups.

Inquiries about the study procedures, analysis, or data summaries should be referred to Dr. Holly Zanville, Associate Vice Chancellor for Academic Affairs, Oregon State System of Higher Education, who served as project director for this Joint Boards study.

PHASE 1: POPULATION PROFILE

LOCATION. Of the 7,625 educators who received an Oregon license between 1989-91, 81 percent have addresses in Oregon and 19 percent in other states. Thirty-seven percent reside in the Portland area, 16 percent in the Salem area, 13 percent in the Eugene area, and 15 percent in all other areas of Oregon.

Resident Addresses of Licensees	Number	Percent
Bend/Central Oregon	179	2%
Eugene/Springfield/Mid-South Coast	957	13%
Klamath Falls Area	123	2%
Ashland/Medford Area	482	6%
Ontario/Southeastern Area	62	1%
Pendleton/La Grande/Northeast Area	319	4%
Portland Metro Area	2848	37%
Salem/Albany/Corvallis Area	1214	16%
Out of State	1441	19%

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AGE. The average age of recent licensees is 34. Fifty-two percent of the licensees are between 22-33 years of age, and another 38 percent between 34-45 years of age.

Age	Number	Percent
22-27	2550	33%
28-33	1422	19%
34-39	1411	19%
40-45	1433	19%
46-51	635	8%
52+	174	2%

TEACHING DEGREE. Nearly three-fourths of the recent licensees received their teaching degrees in Oregon, with 26 percent receiving theirs out of state.

State Attendance for Teaching Degree

	Number	Percent
In Oregon	5625	74%
Out of Oregon	2000	26%

FIRST PREPARATION AREA. About half of the recent licensees received their first endorsement in elementary education, with the remainder in other endorsements. Among the other endorsements, the most frequent "first" endorsements in rank order are: social studies, language arts, and health and physical education.

First Endorsement	Number	Percent
Elementary	3855	50.6%
Social Studies	529	6.9%
Language Arts	513	6.7%
Health and Physical Education	491	6.4%
Science	404	5.3%
Special Education	380	5.0%
Art, Music, Drama	364	4.8%
Math	300	3.9%
Vocational	240	3.1%
Counseling/Administration	173	2.3%
Foreign Language	140	1.8%
Other	193	2.5%

TYPE OF LICENSE. Most of the licenses granted by TSPC between 1989-91 were to teachers--98 percent, with about 1 percent each to counselors and administrators.

GENDER, RACE. Data on gender and race for the recent licensees are not available from the TSPC database and, therefore, cannot be reported (questions on gender and race were included in the Phase 2 survey).

PHASE 2: PROFILE OF SAMPLE

GENDER, AGE, RACE. Of 566 recently licensed educators who responded to the survey, the majority are female (65 percent), between the ages of 23-35, and White (96 percent). The average age is 36, with 51 percent falling between the ages of 23-35 and another 40 percent between the ages of 36-48.

Age		Gender		Race	
23-28	29%	Female	65%	White	96.1%
29-34	17%	Male	35%	Asian	1.4%
35-40	20%			Black	0.2%
41-46	18%			Hispanic	1.4%
47-52	12%			Nat. Amer.	0.5%
53+	2%			Other	0.4%

GEOGRAPHIC LOCATION. Thirty-six percent of the respondents live in the Portland metropolitan area, 17 percent in the Salem area, 13 percent in the Eugene area, and 15 percent in other locations in Oregon. About 19 percent are living out of state. These data are almost identical to the population from which the sample pool was drawn.

PREPARATION AND LICENSURE. Nearly half of the respondents (48 percent) received their bachelor's degree from an Oregon public college/university, 11 percent from an Oregon independent institution, and 41 percent from an out-of-state college/university. The majority of respondents (53 percent) received their bachelor's degree since 1986. About one-third (34 percent) received their bachelor's degree between 1954-1980.

Nearly two-thirds (64 percent) of the respondents received their teaching degree from an Oregon public college/university, 11 percent from an Oregon independent institution, and 25 percent from an out-of state college/university. Nearly three-fourths of the respondents (73 percent) received their teaching degrees since 1986.

Of the 566 recently licensed educators who responded to the survey, 91 percent are teachers, 6 percent counselors, and 3 percent administrators.

Of those respondents who reported completing all or the majority of a counseling program, about half (51 percent) received their degree at an out-of-state university, 32 percent from an Oregon public college/university, and 16 percent from an Oregon independent university.

Of those respondents who reported completing all or the majority of an administrator's preparation program, 46 percent did so at an out-of-state university, 35 percent at an Oregon public university, and 19 percent at an Oregon independent university.

The bachelor's degree is the highest college degree reported for the majority of respondents (68 percent), with 30 percent holding a master's degree and 2 percent a doctorate or law degree.

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The majority of respondents are licensed in only one state (62 percent), with 29 percent licensed in two states, and 9 percent licensed in three or more states. Ninety-six percent of the respondents are licensed in Oregon, 16 percent in Washington, 10 percent in California, 3 percent in Idaho, and a small percentage licensed in a range of other states (some are multiply licensed and counted in more than one category).

The respondents generally fairly represented all the specialty areas in the population. Response rates for all specialty areas are above the response rate of 32 percent because some respondents hold preparation in more than one area and are thus represented in more than one area.

Specialty Areas	Number	Percent*
Elementary Education	109	36%
Sciences	63	42%
Mathematics	71	47%
Vocational	52	35%
Health, Physical Education	46	31%
Music, Art, Drama	58	39%
Language Arts	75	50%
Social Studies	60	40%
Special Education	68	45%
Counseling, Administration	51	34%
Foreign Languages	52	37%

**Number of respondents out of number included in the sample survey (300 for elementary, 150 for all other areas, 140 for foreign languages).*

EMPLOYMENT SEARCH. About three-fourths (75 percent) of the respondents applied for a fulltime teaching, counseling, or administrative position in an Oregon school during the past three years. Of those who applied for a school position, 59 percent sent out 1-5 applications, 20 percent sent out 6-10 applications, and 21 percent sent out 11 or more applications.

Of those applying for a school position in the past three years, 19 percent received no interview, 41 percent received 1 interview, and 40 percent received 2-5 interviews. More than one-third (42 percent) of those who applied for a fulltime school position received no job offer, 43 percent received 1, 11 percent received 2, and 4 percent received 3-7.

Among those not chosen for a school position, no dominant reason was given although the most commonly cited were:

- competing with too many other applicants (7 percent)
- having no "connections" within the school (5 percent)
- not interviewing well (4 percent)
- having the wrong certification area (4 percent)
- not having multiple endorsements (1 percent).

About three-fourths of the respondents (76 percent) restricted their job search for a school position to a particular geographical area.

A majority of the respondents (72 percent) report they were well prepared by their college/university program for a school employment search (resume, application process, how to interview, follow-up).

EMPLOYMENT STATUS. The majority of respondents (63 percent) have some years of fulltime teaching experience, with 47 percent reporting from 1-5 years. More than one-third (37 percent) report no fulltime teaching experience. Five percent of the respondents have one or more years of fulltime counseling experience; and five percent of the respondents have one or more years of fulltime administrative experience in a school.

	Teaching	Counseling	Administration
No experience	37%	95%	95%
1-5 years	47%	3%	4%
6-10 years	7%	1%	.4%
11+ years	9%	.7%	.7%

Nearly two-thirds of the respondents (61 percent) report they have had one or more years of part-time or substitute experience in a school; 39 percent report no part-time or substitute experience.

One-third of the respondents are currently employed as a fulltime teacher, 7 percent as a part-time teacher and 16 percent as a substitute teacher.

Current Occupation	Number	Percent
Fulltime Teacher	189	33%
Part-time Teacher	43	8%
Substitute	92	16%
Teachers Aide	2	.4%
School Counselor	15	3%
School Administrator	15	3%
Preschool Teacher	2	.4%
Homemaker	15	3%
Other*	193	34%

**Occupations of 94 respondents who indicated their "other" employment were as follows: federal, state, or county employment (19 percent), secretary/office (13 percent), scientist/technician (10 percent), health/hospital (11 percent), college instructor/administrator (7 percent), sales (7 percent), travel industry (6 percent), general contractor/machinist (6 percent), farmer (5 percent), artist/musician (5 percent), disabled caregiver (3 percent).*

FURTHER EDUCATIONAL PREPARATION. More than half of the respondents are continuing their educations on a part- or fulltime basis, with 7 percent continuing their educations on a fulltime basis and 49 percent on a part-time basis. Of those indicating where they are continuing their educations, most are doing so at an Oregon public institution, with the breakdowns as follows: Portland State University (30 percent), out-of-state institution (15 percent), Western Oregon State College (15 percent), Oregon State University (11 percent), University of Oregon (11 percent), Oregon independent institution (12 percent), Southern Oregon State College (5 percent), and Eastern Oregon State College (2 percent).

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Number of Degrees/Certificates Pursued	
Master's Degree	201
Doctoral Degree	11
Standard Endorsement	114
Additional Endorsement	73
Special Vocational	5

Since receiving their Oregon license, the majority (66 percent) of respondents have attended special workshops or training sessions. The five most commonly cited areas for training were cooperative learning, special education, mathematics, computers, and classroom management.

Most Common Areas/Topics for Special Training	Number of Times Mentioned
Cooperative Learning	46
Special Education	42
Mathematics	32
Computers	29
Classroom Management	28
Multicultural, Bilingual, ESL	23
Alcohol and Drug Abuse	22
ITIP	18
Whole Language	15
Law, Discrimination	15
English, Children's Literature	15
Foreign Language Teaching	14
Talented and Gifted	14
Science	13
HB 3565, School Restructuring	13
At-risk Youth	12
Mentor Programs	12
Reading	11
Other areas*	134

**E.g., music, writing, career education, self esteem, learning styles, sexual abuse, first aid, art methods, motivation, social studies, assessment, AIDS education, basic skills, early childhood.*

HB 3565 DEVELOPMENTS. All respondents were asked if their local school district has held meetings to discuss the ramifications of HB 3565. Nearly half (48 percent) did not know, one-third (34 percent) said meetings have been held, and 18 percent reported that no meetings have been held yet.

Respondents were also provided a list of 19 elements of HB 3565 and asked which of them their district had discussed or established a committee to study. The most commonly cited elements were: site-based decision making, parental involvement in the schools, nongraded primary schools, performance-based assessment, career education, and extended school year.

Discussions in Districts	Percent
Site-based Decision Making	28%
Parental Involvement in Schools	24%
Non-graded Primary Schools	24%
Performance-Based Assessment	22%
Career Education	21%
Extended School Year	20%
School Business Partnerships	19%
Work-Related Education	18%
Learning Centers for Students that Drop Out	18%
Certificate of Initial Mastery	18%
Certificate of Advanced Mastery	17%
Early Childhood Education	14%
School-College-Community Partnerships	13%
School Choice	13%
Applied Academics	12%
Head Start for All Eligible by 1998	11%
Oregon's School Report Card	9%
Integrate Social and Health Services	8%
2 + 2 Programs	7%

The majority of the respondents (63 percent) report they believe they have the skills needed to work in reformed schools.

THOSE EMPLOYED ON REGULAR ASSIGNMENT IN SCHOOLS. Nearly half of the respondents (46 percent) are currently employed as a regular teacher, counselor, or administrator in an Oregon school (includes part-time); of these, 84 percent are employed on a fulltime basis. The majority (89 percent) are employed in a public school, 11 percent in a private school.

About half of this group (49 percent) report they have been employed in only one district to date, with 51 percent reporting employment in two or more districts.

Nearly two-thirds of those employed in a school (64 percent) are employed in districts with 1,000 or more students; about 47 percent are employed in rural districts, 27 percent in urban districts, and 27 percent in suburban districts.

Grades	Number	Percent
K-3	84	32%
4-6	104	40%
7-8	111	42%
9-12	131	50%

Twenty percent of those employed fulltime in a school are currently teaching or integrating a foreign language into their curriculum.

The majority of those employed fulltime in a school (76 percent) report they are endorsed (certified) in all areas in which they have assignments; 24 percent report they are not.

A majority of those employed fulltime (53 percent) received their first employment contract between July 1- Sept. 30 of their first year. Nearly one-third (32 percent) received their first contract prior to July 1 of their first year, with 15 percent receiving their first contract after September 30 of their first year.

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BEGINNING SCHOOL EXPERIENCES. Of those respondents employed on regular assignment in a school, the majority (78 percent) report they received an orientation program from their district at the beginning of their period of employment. When orientation programs were provided, the topics covered in the programs were assessed by a majority of the respondents to be "fairly effectively" or "very effectively" covered.

Topics	% Report Topic in Orientation	% Report Effectively Covered
District's Vision	70%	93%
District Goals	70%	94%
Type Community Served	73%	98%
District Organization	71%	94%
Benefits Package	85%	95%
Support Program	74%	91%
Curriculum	57%	97%
Texts	41%	97%
Media Support	55%	93%
How Will be Evaluated	71%	100%
Student Performance Criteria	43%	96%

Those on regular assignment in a school were asked to identify activities their school building/district offered to assist them in their first year of employment:

- 84 percent had periodic visits by the building administrator to review their performance
- 74 percent discussed the process that would be used to evaluate them with a building administrator
- 67 percent received financial support or incentives to participate in continuing professional development
- 66 percent received district-sponsored inservice
- 63 percent of them were assigned a staff member or team to work with them during a specified period of time.

Slightly less than half of the beginning teachers (44 percent) report their district's assistance program is part of Oregon's Beginning Teacher Support Program. Of those whose districts are part of the Beginning Teacher Support Program, 91 percent indicated they were assigned a trained mentor.

Overall, the majority of respondents on regular assignment in a school (78 percent) reported "good" or "excellent" support by their principal during their first year in the district; and 86 percent reported "good" or "excellent" support by other staff in their first year.

CONTINUING EMPLOYMENT PLANS: MOBILITY, RETIREMENT. Although nearly half (48 percent) of the fulltime school employed appear satisfied with their current position and expect to continue in this or a similar position for the rest of their professional career, a number indicated other possibilities: 16 percent could see themselves changing careers away from schools at some later time, 31 percent could see themselves changing levels within schools at some later time, and 5 percent would choose to do something else (leave education) if it became available.

Forty percent of those employed fulltime in a school expect to look for fulltime employment in another school in the next two years; 39 percent do not and 21 percent don't know what they will do. Only 2 percent report they expect to leave education in the next two years; the majority (86 percent) expect to stay in education.

A majority of this group (56 percent) expect to work in a school until retirement age, however, some (12 percent) do not, and many (32 percent) are not sure. Of those who specified a retirement age, retirement at 50-55 was planned by 27 percent, 56-60 by 25 percent, and 61+ by over 48 percent.

CURRENT ASSIGNMENT, ADEQUACY OF PREPARATION, FUTURE ASSIGNMENT. Teachers on regular assignment in a K-12 school were asked to rate 25 competencies/responsibilities thought to make up their assignments in three ways: first, by indicating how important each is within their current assignment; second, how adequate was their college coursework in helping them develop this competency; and third, how important they believe this competency will be in the future context of school reform. Ratings followed a four-point scale explained in the bar graph depictions on the following page.

The six most important responsibilities of teachers' "current" assignments (in rank order) are: setting fair and appropriate classroom rules, handling discipline problems in the classroom, managing classroom time effectively, understanding the influence of home/community on student behavior and motivation, selecting a variety of teaching strategies, and planning units/lessons to achieve instructional goals. The same six were identified as being the most important in the "future context" of school reform (although not in the same rank order).

The majority of top-rated areas of teachers' responsibilities appeared among the top areas for "adequate preparation" by the college program. However, two top areas of importance for "current" and "future assignments" were not rated in the top group for adequacy of preparation: understanding the influence of home/community on student behavior and motivation, and handling discipline problems in the classroom.

Significant differences between the adequacy of the college preparation in relation to the importance of many competencies in the future school reform context are noted (differences of 1+ rating point); 18 out of 26 competencies reveal such a disparity. The 9 greatest areas of disparity (1.35+ difference between adequacy of preparation and future importance) are:

Competency	Discrepancy
Work effectively with business/industry	1.66
Help students who lack proficiency in English	1.58
Use teacher aides, team teachers, parent volunteers	1.51
Work on school site-based committee	1.49
Integrate voc/tech with applied academics	1.47
Understand the influence of home/community on student behavior and motivation	1.38
Use computers as an instructional tool	1.37
Advise students about career choices	1.36
Integrate career awareness with curriculum	1.35

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COMPARING THE IMPORTANCE OF CURRENT ASSIGNMENT TO ADEQUACY OF PREPARATION AND FUTURE IMPORTANCE OF ASSIGNMENT UNDER SCHOOL REFORM

IMPORTANCE

Importance of Competency to Present Assignment

4 = Very Important
3 = Moderately Important
2 = Not Very Important
1 = Not Important

PREPARATION

Adequacy of College Coursework In Helping Develop Competency

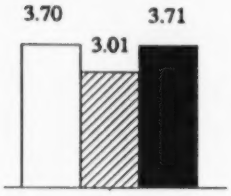
4 = Excellent Preparation
3 = Good Preparation
2 = Fair Preparation
1 = Poor Preparation

FUTURE IMPORTANCE

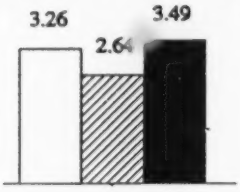
Future Importance of Competency in Context of School Reform

4 = Very Important
3 = Moderately Important
2 = Not Very Important
1 = Not Important

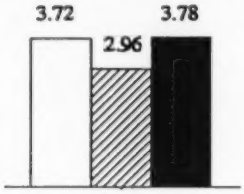
1. Plan units/lessons to achieve instructional goals.



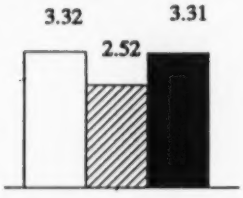
2. Assess students' current achievement in relation to instructional goals (pre-testing).



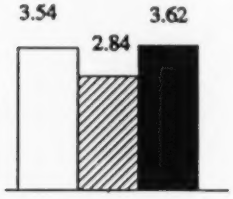
3. Use variety of teaching strategies, materials, and media to implement lesson plans.



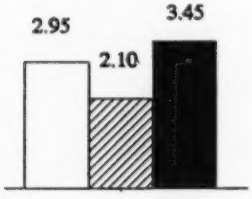
4. Estimate time needed for instruction, student practice, and unit tests.



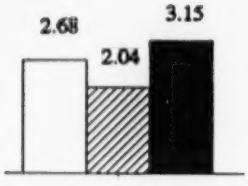
5. Establish learner outcomes (post-testing).



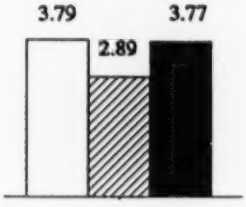
6. Integrate career awareness, with regular curriculum.



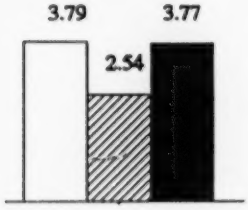
7. Evidence knowledge of Oregon Common Curricular Goals.



8. Set fair and appropriate classroom rules.



9. Handle discipline problems in the classroom.



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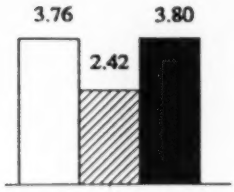
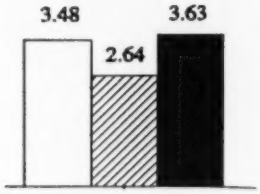
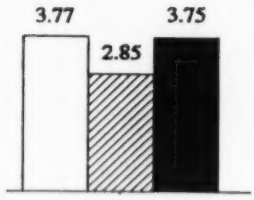
10. Understand the influence of home/community on student behavior and motivation.



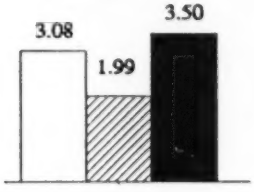
11. Help students value the contributions of people of differing cultures/backgrounds.



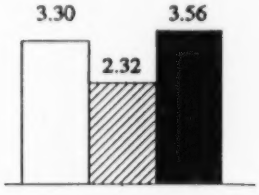
12. Manage classroom time effectively.



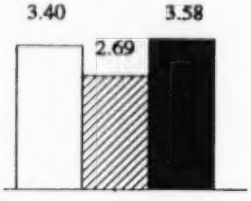
13. Use teacher aides, team teachers, parent volunteers, if available.



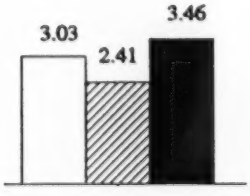
14. Develop and assign appropriate student self-guided activities.



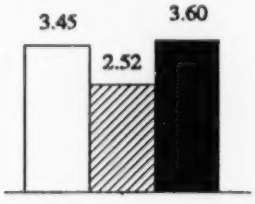
15. Group students to facilitate learning.



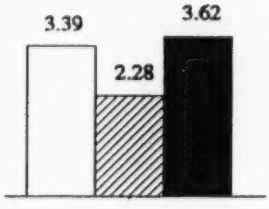
16. Adapt instruction for physically handicapped learners.



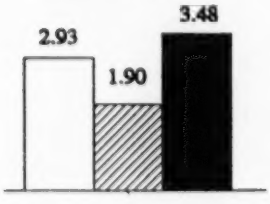
17. Adapt instruction for slow learners and educationally handicapped.



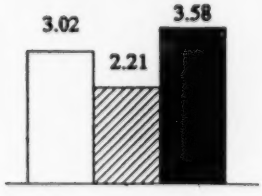
18. Adapt instruction for fast learners and educationally gifted.



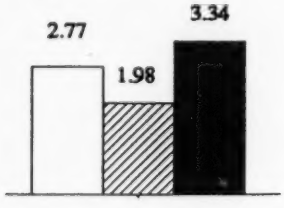
19. Help students who lack proficiency in English.



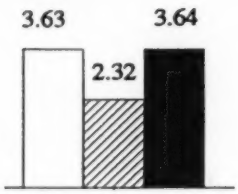
20. Use computers as an instructional tool.



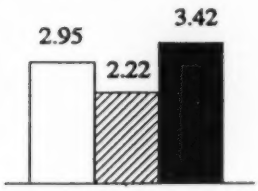
21. Advise students about career choices.



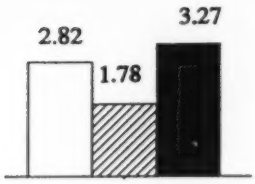
22. Work effectively with administrators.



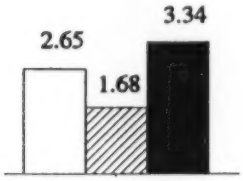
23. Work in team teaching.



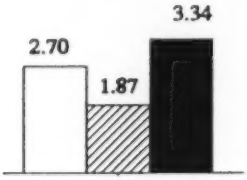
24. Work on school site-based committee.



25. Work effectively with business/industry.



26. Integrate vocational/technical with applied academics.



NOT EMPLOYED ON REGULAR ASSIGNMENT IN SCHOOLS. A majority of the 566 respondents (54 percent) are not employed on regular assignment in education for the following reasons (multiple reasons could be checked):

• there is a surplus of applicants	48%
• geographic constraints	34%
• lack of experience in a school	33%
• turned down for employment	18%
• too much experience	6%
• lack current methods	6%
• lack of quality of preparation	4%

Of those not employed in a school, 44 percent are employed fulltime and 56 percent part-time in other occupational areas. Sixty-two percent are employed in an occupation related to their endorsement.

Of those not working in education now but who had previously worked in a school, relocation caused 16 percent of them to leave education, and raising a family caused another 16 percent to leave education. A variety of other reasons were cited for this group leaving education, including dissatisfaction with education (8 percent), low pay (7 percent), reduction in force (3 percent), and failure of the school to renew contract (2 percent).

A substantial number of those not employed in a regular school position (52 percent) indicate they want a fulltime position but are not able to find one. Of those individuals not employed in education, nearly one-third (32 percent) plan to seek a position in 1992-93, 36 percent in 1993-94, 14 percent within five years, 18 percent within ten years, and 6 percent never plan to seek a position in a school (individuals were able to check multiple categories so there is some overlap in plans).

SOME RECENT LICENSEES COMMENT*

On Their Job Search, Supply/Demand . . .

"Oregon colleges need to be much more selective in who is admitted into teacher training programs. Reports there are teacher shortages should be stopped. There is a glut of teachers competing for too few jobs; I am tired of losing out to mediocre applicants in my field."

"If it weren't for friends in the same boat (new teachers without experience), I would be feeling worse. We're coming up on job-hunting for 1992-93. I face commuting an hour one way for a first-year teaching position, staying where I am and subbing another year or moving away from family. As a single parent I want to keep my kids near my folks. I substitute a lot, and have a good support system. I need to keep positive. I would like a position in which I teach, full or part-time."

"I've sent out over 30 applications in the two years I've been in Oregon. I've no geographical restrictions, have endorsements, etc. I've only gotten 3 interviews -- 2 of them from private schools. I feel defeated. It appears you must have a friend or "inside tip" to get a teaching job. I've been willing to accept any salary, if offered. I feel I am a qualified educator with much to offer. I've moved on to a different career due to the lack of interest by educators in me."

*Comments do not reflect a balance of experiences because respondents who had difficulties locating a job tended to share their experiences more readily than those who did not.

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On College Preparation . . .

"Of all the education courses I had to take for my basic secondary certificate, the only courses that really were of any use were Educational Psychology, Reading in the Content Areas, and my Foreign Language Methods class. Only student teaching provides any real preparation, and I feel I was inadequately prepared to compete in the current job market. Yet I see no point in taking more theoretical and overly political classes when what I need is experience. The message I get --implicitly -- from too many districts is "beginning teachers need not apply."

"The higher education system needs to teach teachers differently from other subjects. There needs to be more workshops and modeling by good classroom teachers and less theory. I had many professors teaching education classes who weren't very good teachers themselves (two had virtually no experience in the K-12 classroom). I also took many social studies classes that were not practical towards the classroom. Consequently, most of my learning took place while student teaching with very little help from the three years of school prior. Social studies and others need to have more required classes of all the basic information which they may have to actually teach students someday -- taught by experienced teachers who can add ideas for teaching this subject."

"I think I was very well prepared by my college for my job.

"The most frustrating issue to me is while in college I had a limited classroom responsibility and lots of theory. Now I have lots of classroom responsibility and little theory. Somehow there needs to be an ongoing blending and balancing of the two. Even though I have taken (or will take by the end of the summer) 45 graduate hours since 1989, I find there is no time for reflection and study, no time to thoughtfully try new ideas or discuss educational theory and practical experiences, goals, etc., with other teachers."

"Classroom discipline and management needs to be addressed in teacher training."

"I don't feel my college gave me a quality education or experience. My student teaching was a waste of three months. I feel Oregon is a good state to teach in (one of the best in fact) but I will not move back. Colleges must take better care of their student educators or they won't have any good ones coming out."

"The universities need to place more emphasis on specific methods classes. I took one 3-credit methods course for Spanish. It was invaluable, but one or two more would have prepared me much better. I spent my first two years of teaching inventing strategies. Also, more emphasis should be placed on counseling skills needed to work with today's students."

"Many classes I had were a waste of time and money and did not prepare me for a teaching job. Many classes were just basic busy work. I think more time involved with kids in a classroom -- observing and practicing teaching skills is much more productive then reading about it in a text and practicing with college students. I'm sorry, college students do not believe like 7-8 graders. We need more classroom management and strategy classes. Every class I took turned into a "write lesson plans and include objectives." How about lesson plans and teach kids."

"My university trained me very well as a musician, but I needed more (practical) teacher education. I had to learn many things by trial and error this year that could have been dealt with in college -- grading systems, planning programs, using sound equipment, involving parents and community with student activity."

"I was very disappointed in the lack of help provided by our career center. The woman would not make appointments for personal help. She was too busy (you turned your resume into her for comments and review). She did not have a referral system for a typist or where to go for help for a professional finished resume. Would be better off not having the service."

"I really believe the higher education system does not do a good job in training teachers. With an emphasis on theory and only a year of student teaching as practical training, we are extremely unprepared for the stresses of education today. For example, my counseling program was heavy on "therapy" when that is a very minor part of what a high school counselor does. I think it's ridiculous for a graduate program to require any credits beyond what is required to earn a degree or credential. All enrichment or "broad-based" education classes should be confined to undergraduate programs. My school Counseling Practicum instructor was a clinical psychologist and basically knew nothing about school counseling. I paid $700 for a class whose teacher was unqualified to teach that class."

"Classroom management was never touched upon in my teacher training or student teaching experiences."

"My preparation was adequate except in the areas of administrative detail such as budgeting, forecasting, ordering materials, planning a workable curriculum with out-dated or non-existent materials."

On Certification Requirements, Changes Needed in Endorsements . . .

"Oregon's certification procedures are incredibly narrow. Why does this state refuse to have reciprocity with any other state? Why so little flexibility? Why are there no alternative routes to certification? The bureaucrats are in charge and the children suffer as a result."

"Licensing of teachers should be administered through teacher training departments at the University level. The current system is a 'hoop-jumping paper chase' that is a waste of valuable teacher time for every teacher I have talked with. TSPC should be phased out as it is currently operated."

"Somehow, you have to work past the misconception that only Oregon academic preparation can qualify a teacher."

"Who decides what classes are required for standard certification in the state of Oregon? Maybe some teachers should help with these requirements. I get the feeling that somebody at a desk comes up with these classes who is not in touch with teachers. We need more required classes that apply to today's teaching, not classes that teach you how to do research."

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"After working 12 years as an instructional aide for this district, I returned to college to complete degree work. Upon graduating I worked 6 months as a substitute averaging 3 days per week in all levels/buildings in the district. Though my placement file was active, I was not granted an interview for any of the positions which opened up for 1990-91 school year. I was forced to leave the area to secure a position -- commuted 180 miles every weekend to be with my family. I did nothing different when I applied for my current position than I had previously done. I did have one year of experience. This one factor somehow outweighed my reputation as a dedicated, extremely capable and valued former district employee."

"It appears that the autonomy enjoyed by each school district impedes the recruitment of certificated personnel. It would be useful if each ESD printed monthly job lists for those individuals who wish to be employed or transfer. This would be available to people from out of state by request. This would make for a larger pool of applicants and provide a less costly and more efficient way for an individual to apply for employment."

"Whatever happened to the demand for mathematics teachers? I only submitted two applications because districts don't want them unless they have an opening in my field -- both my applications were in Home Economics. I never found <u>one</u> basic math opening for this year. We need <u>one</u> phone number we can call for information (recorded is fine) on job openings. And how about some computer system so I can punch in a number for my area and not have to listen to 10 minutes of jobs I'm not qualified for? That would be great."

"As a woman over 40 I feel I experienced discrimination when seeking teaching positions. I was first certified in 1989 when I was 42 and was not able to find a teaching position despite over 20 applications, 5 interviews, and 2 calls telling me I was the "second choice." In at least 2 cases the individual hired in my place was a young man in his 20's. My first position was part-time and involved a daily commute of 65 miles. My past 2 years of fulltime teaching have also each involved a daily commute of 65 miles (in two different districts). I really believe that when an older person returns to school to become certified to teach, it should be made <u>very</u> clear that securing a teaching position (even with absolutely excellent credentials) will be very difficult. Should maturity be valued? In most cases it isn't."

"I find your state beautiful, providing a very rich quality of life, but after failing to receive a position (or interview) at schools with absolutely no follow-through or reasoning from the districts applied, I have reason to believe what I read, that Oregonians do not want outsiders moving in."

"It would be nice if educators interested but not having a teaching position have some way of notification of job openings and workshops including those on HB 3565 through some channel such as SDE. Employers and prospective applicants having a resource pool with areas of expertise, geographical locations, etc., would both benefit when notified of various jobs and qualified applicants available."

"I have recertified (at great expense) in Oregon because there is no reciprocity with Utah and my certificate expired. I have been very disappointed not to be hired because of the volume of applicants."

"I recently lost my 17-year career in the wood products industry. I renewed my certificate in 1991 by taking courses I felt would benefit me. I substitute taught locally and got an interview for a fulltime position in my area. I failed to get the fulltime position because I had not taken the methods courses which were popular with the districts (Math through the Mind's Eye, Cooperative Learning, ITIP). I maintain that districts should hire people with certification, then have them take their favorite methods courses and not demand extra criteria beyond state certification. Therefore, I am quitting the field before I start."

"It seems like poor timing to ask teachers for more training as there is a scarcity of jobs right now."

"You must absolutely find a way to rid the system of the marginally competent and those who have retired while still on active duty."

"My search for employment as a teacher has been a frustrating and tedious process. Several districts in my area will not hire me as a substitute because of the bureaucracy involved -- they will only interview "as the need arises" and although they desperately need substitutes and I need the work, they will not pull my file and give a preliminary interview because they have no art position to fill. I am fed up with irresponsible people who have cushy jobs with the District glibly suggesting I get another endorsement or go home and wait for the phone to ring. No one will be held accountable for giving me a direct answer about how I can make more progress at finding a position in their district. I feel doomed to work at an unsatisfying low-paying job because no opportunities exist where I can do something rewarding, creative, productive and worthwhile for a wage where I can support myself. Education is esteemed but not supported in our culture so I am frustrated, helpless, and discouraged."

"How many teachers in Oregon have a BA/BS in Physics? 3-5? 10 at the most? They're the ones who need training! All the PE/Sociology/English drones make our public schools <u>suck.</u> You can't teach brilliant children with moronic teachers. But that doesn't stop us from trying."

"My first year out of college I didn't get a job so I substituted. The next year I sent out over 60 applications and got 4 interviews. My job was offered to me the 1st of August in Montana. I applied in all the Western States."

"My perceptions of gender bias on the part of Superintendents looking for band directors is based on conversation with female colleagues in the Northwest, on comparing notes on each of their job search processes. I had good responses from several school districts not currently looking for filling an instrumental music position but not from districts with vacancies."

"I have been a successful teacher for the past 25 years. I have a masters degree in Education from Pepperdine University and have taught at all grade and ability levels of students. I have published several articles, and have been a mentor teacher for eight years and a master teacher for every major college and university in Southern California, prior to coming to Oregon. I question the requirement that I need to earn 15 more units in my field of study, to qualify for a standard credential in the State of Oregon."

"Teachers should be able to teach students generally, not just a specific endorsement area. The students need to learn as a whole, and the teachers need to be able to teach so the students relate to the real world. Humanities would be a more general endorsement for Language Arts, Social Studies, Newspaper, yearbook, psychology, career education, etc. Educators need to be able to adapt to new ideas and views on teaching. Educate the whole student."

On the Type of Training Those Who Plan to Work In A School In Next Several Years Believe They Need . . .

"Workshops on HB 3565 would be beneficial for everyone in Education! Communication will be the key here!"

"Need class in Oregon statutes, vocational education."

"Training in working with and establishing good school/business partnership (i.e., internships)."

"A second endorsement and a wider range of areas within Technology."

"All aspects of HB 3565 -- ungraded primary, assessment methods/portfolios, teaching social skills."

"Workshops: whole language, non-graded, portfolio assessment, performance based assessment, TAG."

"Working in a more vocational type atmosphere where we are better preparing kids for the possibility of not going on to higher education."

"More training regarding at-risk students, classroom management and new methods."

"Understanding changing demographics and at-risk students -- working with and teaching conflict resolution. Also, cooperative learning, middle school philosophy, community partnerships, technology."

"Learning more about working with children who have multiple impairments. More early intervention. More about transitioning from school to adult life, CIM and CAM and HB 3565 in general."

"I am trying to get a more "technical" background in the computer/math field. Hopefully, that will help with the high-technology age we live in."

"How to teach a wide range of age levels without ability grouping."

"More computer training, integrated subject teaching techniques."

"More information on authentic assessments, managing a nongraded classroom, shared leadership, and early childhood."

"More computer skills."

"More 'social service' type classes (drug abuse, neglect)."

"I am new to the area and unfamiliar with HB 3565. In fact, I am having trouble getting any information on any Oregon curriculum guidelines."

"Teaching in a nongraded school environment."

"Integration of the handicapped into regular classroom."

"Parent involvement in schools, multicultural issues, testing."

"Applied academics, non-graded primary."

"Cooperative learning for students."

"English as a Second Language classes."

"Enhancing reading skills, dealing with special "problem" children (behavior, learning difficulties) and how to manage the needs of the students with a low-salary and a failing funding system in this state."

"Continued coursework in content areas to expand on teaching methods taught in my college program. Some training in teaching exceptional students as more of them are mainstreamed."

"Incorporating technology into teaching."

"Discipline/management/theme integration/behavior problems/ Spanish."

"Second language acquisition."

"Talented and gifted, IEP students."

"What kinds of assessment instruments will be used, how will CIMs, CAMs be set up at school where I might be, 2 + 2 programs/partnerships with colleges & community colleges, more integration of social and health services, school business partnerships, computer courses programs -- especially for high risk students."

"It appears that HB 3565 will require schools to provide services that parents should be providing for their children. I feel I will need a more extensive counseling background."

"There is no curriculum guide for foreign languages. I would like help with teaching to different learning styles and what to do about slow/fast learners. I think curriculum coordination could be a big plus for students. A course in test-making would be useful to me."

"How to work in teaching teams. How and what to integrate in mathematics, other than the 'basic math'."

"Training in applied science, perhaps technical writing."

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"More training for working with 'drug babies,' integrating handicapped students into mainstream, dealing more effectively with students who are involved in the juvenile justice system."

"Forming and participating in collaborative efforts."

"Working with troubled youth, at-risk students, AIDS education."

"More emphasis on teacher/student/parent relations. How to motivate students."

"Computer, more remedial reading training, corrective treatment of learning problems."

"Teaching applied math and science."

"TAG, vocational technology integration."

"Dealing with drug babies -- behavior problems are much more intense these days. Getting parents to get involved in their child's education!"

Improvements In School District's Support System That Would Have Helped Them Be More Effective In Beginning Year . . .

"Placement with a more experienced teacher."

"Not change my teaching assignment 3 days before school started from primary to intermediate."

"A mentorship program and increased collegiality among teachers."

"A list of state and local resources."

"A mentor that had a focus similar to mine, that I could work with."

"More time to get oriented to what I was doing -- more guidance. Unfortunately, I took over a 'class from HELL' that the teacher quit, giving 1 hour notice."

"Support group, overall staff friendlier to newcomers."

"Money to buy materials to use, and a mentor."

"I was fortunate to have a mentor. Many teachers in public schools don't -- mentoring is very effective."

"A complete orientation at school level as to school goals and department objectives, teaching materials available and student expectations."

"Recognition of itinerant teachers -- principals making a point to remember you and your name."

"Support and communication from school principal."

"Participation in the state mentor program and placement near the other fourth grade teachers in the building (I was at the opposite end of a large building)."

"More knowledge of typical student home life and parents."

"I needed to know the organization of the district so that I would know who to ask for help when I had a question."

"A tour of the school, an analysis of the paperwork."

"I felt fully supported -- the mentor program <u>was</u> invaluable!"

"More inservice specifically aimed at 1st year teachers, time to observe other teachers in action!!"

"My first year has been an exceptional educational experience. Much of one's first year in teaching is trial and error, as well as trial by fire. A personal observation: teachers should be allowed to teach: our priorities are the kids. Administration seems to have a different set of priorities."

"Recognition with other faculty -- at least an introduction."

"Regular meetings/discussions with veteran teachers, observations and constructive criticism by people in my subject area."

"More inservice opportunities with team-building emphasis."

"I had <u>so</u> much support it was amazing! Wonderful administrator and staff!"

"It was difficult starting my first year in January -- I missed the inservice opportunities for new teachers."

"Any support would have been nice."

"Orientation and a mentor who was more caring."

"Better orientation to budget procedures and purchases of classroom supplies."

"More start-up days at beginning of year with mentor."

"A policy and procedure orientation, a "buddy" system, regular briefings."

"Inservice in things not covered in college (i.e., paperwork, parent conferences, discipline, grading)."

"Less extra student curricular and sports activities to supervise."

"Administrators could have been more accessible."

On HB 3565 . . .

"Schools are in desperate need of reform. The current school year and segregated structure of secondary schools is a blueprint for failure for many students. More vocational and applied work needs to be emphasized in math and science at early ages. Courses in integrating curriculum by empowering teachers to learn to work together and build meaningful curriculum is necessary."

"I don't think HB 3565 will benefit the school in which I work. I don't think additional money or school time is the answer to the problems in education. The problem is the over enabling of the students and a lack of ability to discipline. If the kids never have a sense of accountability for their actions, then we will never be able to properly educate. Another concern I have is time off in the summer. How are teachers who don't live near a college suppose to get additional training? The area of the state in which I teach relies on summer employment by students, and for many students this is their means for earning money for college. How do we deal with these problems in an attempt to solve our existing problem?"

"I hope there will be adequate staff training available so I can do the best I can to teach students under this new program."

"It will cost a lot, but will get the focus back on academics instead of sports."

"I'm concerned that our special needs students will be placed in Learning Centers since they won't be able to meet the CIM. That would promote isolation, the opposite of what we believe in."

"HB 3565 is not very clear on how it plans to integrate special education students into its proposed model."

"The reforms will require major restructuring. I believe it will be an improvement.

"I think we're all concerned and confused."

"Don't feel support for it -- don't feel teachers think it will work."

"I'm not so sure I want this reform to take place, mainly because I don't want an extended school year!"

"Each district will respond differently -- overall, I don't see the support necessary to make the changes effective. Districts lack guidance and resources to implement major changes."

"Support will depend on outcome of Measure 5 -- lack of funds will prohibit carrying out HB 3565."

"I think the certificates are a horrible idea. I do think more parent involvement and the early childhood is good. I also like the nongraded primary, alternative education. I think Extended Year is terrible."

"Initially, it will be disruptive; however, a creative change in education is overdue."

"Very concerned. Sounds like yet another fad -- and I wonder how many children will lose because of it. Get back to basics."

"More vocational cooperation between business/industry and school through mentorship" programs.

"I see local resistance from teachers and unions, and administrators plus difficulty finding funds to institute the changes/programs called for."

"Hopefully, improving opportunities for students to learn useful skills. There's a lot of resistance and concern about change, however."

"In my district they have yet to acknowledge that change will take place. I cannot see at this time anything but lip service and cosmetics."

"Little or not at all. We're broke, and nothing else matters."

"More chaos in the classroom, unwillingness of staff members to change present ways of thinking/teaching; problems with funding in all areas, including teacher pay for extended school year."

"I think the program might be disastrous; I see it as industry getting us to train their workers, while liberal arts education is abandoned. Society will be further stratified."

"Difficult to enact in small, poor districts."

"Don't know. Because of Measure 5, we are losing a lot of teaching positions."

"This assumes I have a district... where I live or where I work. Throwing districts into a tizzy when coupled with Measure 5 cutbacks!!"

"I am only barely familiar with the reforms but I expect my subject area (foreign language) to be part of the high school preparation area and hope it becomes part of the basic education beginning in elementary school as part of the core curriculum. Thus, job opportunities for language teachers in high school would be more scarce and more plentiful in elementary and middle school."

"The need for psychologists in all districts will be even greater than it is at present."

"I foresee smoke screen curriculum to portray the school as in compliance, but, in reality, diluting the effective education of our children."

"I feel that teachers are positive about the reforms. Kids may be able to get a jump on employment with more of a vocational direction."

"I am most concerned that the reforms will eliminate the arts from the curriculum statewide. No value is placed on the arts. This bill promotes the creation of "worker bees."

"Extensive overall reform of mathematics education, specifically more integration of mathematics and science, K-12."

"Creating chaos in the public -- parents that aren't informed trying to get answer from teachers who aren't sure how it affects them."

"I think we have a very good system in place. I don't think HB 3565 is anything but a waste of time and money! It is an insult to teachers and administrators and based on manipulated statistics."

"I sense already a high level of frustration and despair among many teachers in starting to make reforms. I'm sure it will get worse throughout our district since its so large and varied."

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"Will force a lot of changes to take place that will create a lot of tension among staff, administration, and the school board. I personally feel that most of the changes are necessary but won't succeed unless there is support for education, and empathy along with the changes."

"I am very worried about education in Oregon. I believe that ALL students should be prepared to go to college; that is the best we can do for them; that is what we are morally obligated to do for them. It is insane to force students to choose a life-path at age 15-16. We need to prepare them for all life paths by giving them a liberal arts education focused on developing problem solving and critical thinking skills. After high school is when students should be given technical training, either at community colleges or by employers. What ever happened to the idea of apprenticeships? I, for one, am not excited about getting kids ready for jobs in which they are going to be used as 'human resources'. I am also unwilling to participate in the further stratification of our society; I thought we were trying to narrow the gap between the ignorant commoner and the educated professional. This proposal seems to be legislating the widening of that gap."

"I am frustrated by a state which votes to cut support for schools and whose elected officials institute sweeping changes in how these same schools operate. It's sort of like cutting off a runner's leg and then saying, 'run that marathon'. If Oregon wants top-notch schools, they need to be willing to commit financial and human resources to make that a reality. Until that happens, the reform will fail."

"There will be many cuts in program because of Measure 5 -- how can the state implement HB 3565 if they cannot handle the burden of funding schools currently placed upon them? I'm proud of our district and all that we do for our students, but education will suffer hardships and standards eliminated and compromised in order to maintain current teaching accomplishments. We need assurance that there are options that are being considered. Schools in Oregon will be heading down a road of hopelessness and helplessness if a solution to state funding is not solved soon."

SUMMARY OF KEY FINDINGS

FOR THE ENTIRE POPULATION . . .

- The majority of educators who hold a recent Oregon license reside in Oregon (81 percent) -- in all areas of the state -- and there are a significant number of them (6,176). This appears to be a substantial number of newly licensed educators for Oregon's job market for K-12 educators, given Oregon public school employment of between 750-1,000 new teachers each year.

- A majority of the recently licensed educators (89 percent) are 45 years of age or younger, with half between 22-32. Many in this population could, therefore, work in education for the next 20-30 years.

- Most of the recent licensees are teachers (89 percent), half elementary (51 percent) and the remainder in other specialties. Some specialties are significantly better represented than others: foreign language (2 percent), vocational (3 percent), and mathematics (3 percent) are areas of lower representation compared to social studies (7 percent), language arts (7 percent), and health and physical education (6 percent), which are areas of much higher representation. These differences suggest that oversupply or undersupply may exist by specialty area in Oregon's employment market.

FOR THE SAMPLE . . .

- A majority of the recently licensed educators who participated in this study are White (96 percent). This number is consistent with other studies of ethnicity of the education profession, and indicate that Oregon school staffing needs for greater multicultural diversity are not likely to be able to be met by the recently licensed educator pool.

- A majority of responding recently licensed educators have applied for a fulltime school position in Oregon (75 percent) in the last three years but many are not able to locate a position. About half are currently employed on a regular assignment in a school, between one to three years after licensure. These data are consistent with previous TSPC studies that indicate that about 35-40 percent of those licensed in Oregon receive regular employment in an Oregon public school district by September 30 of the year following graduation from their preparation program; and within a three-year time period, about 50-60 percent have achieved regular employment status with an Oregon public school.

- A majority of those licensed are restricted in their job search to a particular geographical area. A "placebound" educator pool is expected to continue if the average age of new licensees remains in the mid-30's (most people are not as mobile at this age as are traditional 22-year old college graduates).

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- Most of those employed in a school received their jobs between the July 1-September 30 time period.
- College/university programs are doing an adequate job preparing a majority of the graduates for their school employment search.
- A substantial number of recently licensed educators are serving as substitutes in the schools. Many of these individuals are hoping to locate regular school positions.
- A number of teachers not employed three years after licensing will be seeking a school position within the next few years; only a small percent never plan to seek a school position.
- Many recent licensees are experiencing difficulty locating information about vacancies, indicating a need for a better system to match district needs with teachers' specialties. A centralized job information system, or system regionalized through the Education Service Districts, is strongly indicated.
- A majority of recently licensed educators are attending specialty training workshops (66 percent) and many are continuing their educations, most at an Oregon public institution of higher education.
- Most districts are providing an orientation for new educators and the topics covered in these sessions are thought to be effectively covered. Most beginning educators received good support from their principal and staff in their first year. Still, many districts could be more helpful in their beginning support system with: a better fit with the person selected to be mentor teacher (more experienced, committed, and/or available mentor), more support from principals, increased collegiality among teachers in the building, better knowledge of student's home situations, an orientation program provided by the district, more inservice opportunities, less extra-curricular assignments.
- Colleges/universities provided adequate preparation in the most important areas of the teachers' current responsibilities. However, colleges/universities did not prepare teachers well enough in other important areas of teachers' assignments. Significant discrepancies were found between adequacy of college preparation and the importance of a variety of competencies that will be needed in a future school reform context. These findings indicate that colleges/universities will need to further strengthen their preparation and practica programs, in collaboration with schools involved in reforms initiatives.
- Most school districts are just beginning to address HB 3565 issues, with topics most likely to be addressed including: site-based decision making, parental involvement, nongraded primary schools, performance-based assessments, career education, and extended school years. Many schools are not yet involved in reform discussions, suggesting considerable information dissemination on HB 3565 is needed to involve the school and its community.
- Oregon's certification requirements may be unnecessarily restrictive to out of state educators who move to Oregon and seek licensure. Reciprocity with other states should be considered. The current categorization of "endorsement" areas may also be problematic in light of the school reform context.
- Training needs will be high for those planning to work in a school in the next several years. Top areas identified for training include: information on HB 3565, working with at-risk youth, new strategies for assessment, cooperative learning, mainstreaming of children, uses of computers, applied academics and vocational technology integration, multicultural education and second language skills.

NEXT STEPS

Numerous important implications for the future preparation of educators in Oregon are indicated from these data. The next steps are to review the findings of the study with key groups such as the Oregon Department of Education, the Teacher Standards and Practices Commission, Oregon colleges and universities -- particularly those that train teachers, counselors, and administrators, the Confederation of Oregon School Administrators, the Interim Committee on Education of the Legislature, and interested others. A series of meetings throughout Fall 1992 are planned for this purpose, and to develop recommendations from these groups to bring to the Joint Boards of Education during Winter 1993.

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